EduChallenge

The Change, Innovation and People Management Challenge in a Higher Education Contexts

User Manual

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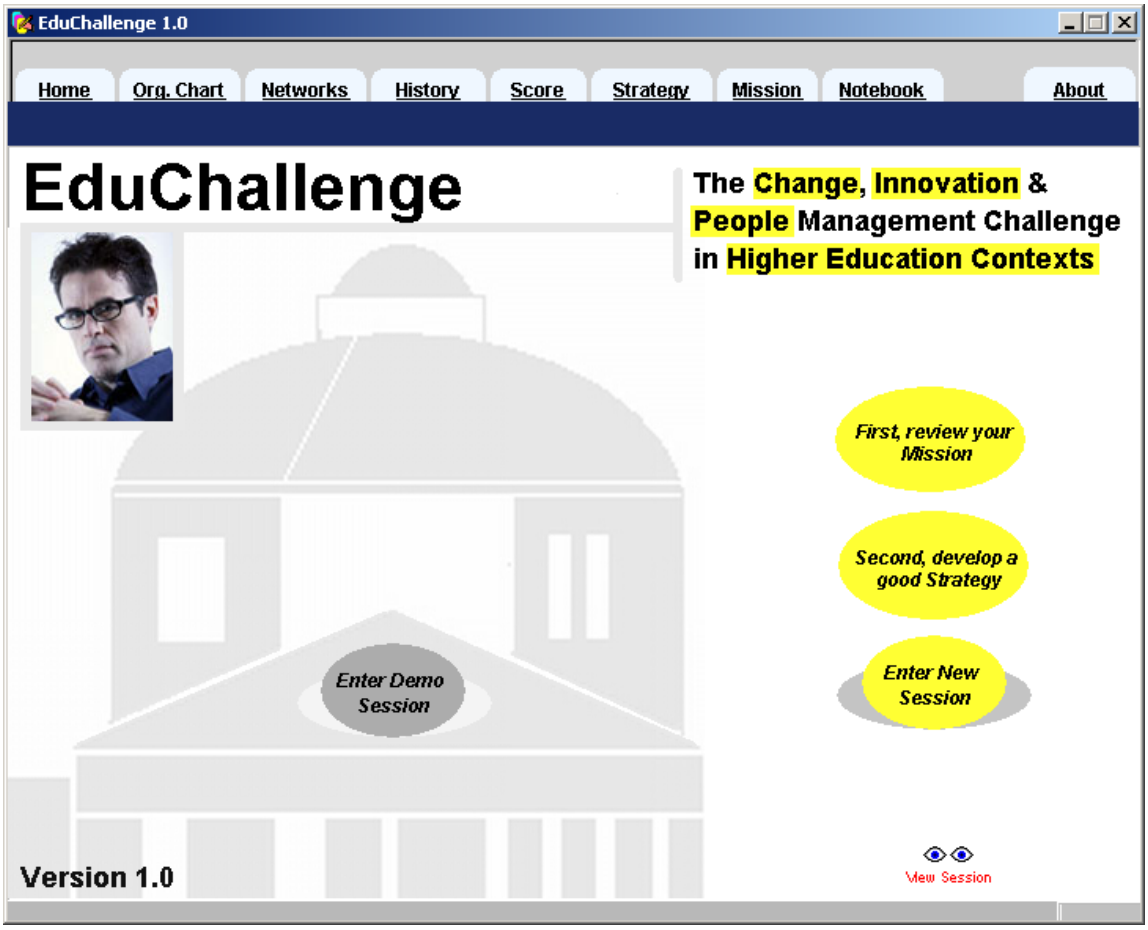


EduChallenge

The Change, Innovation and People Management Challenge in a Higher Education Contexts

1.0 Introduction

In EduChallenge, you will be challenged to introduce an innovation in a business school, Humfeld University Graduate School of Business (GSM).

Your mission, as formulated by the University Board, is to spend the next 6 months trying to ensure that a new Quality Assurance System (AcadQual) will be adopted by the key members of the business school as part of a major university-wide change program. Until now, the GSM management and Associate Deans appear to have delayed its implementation.

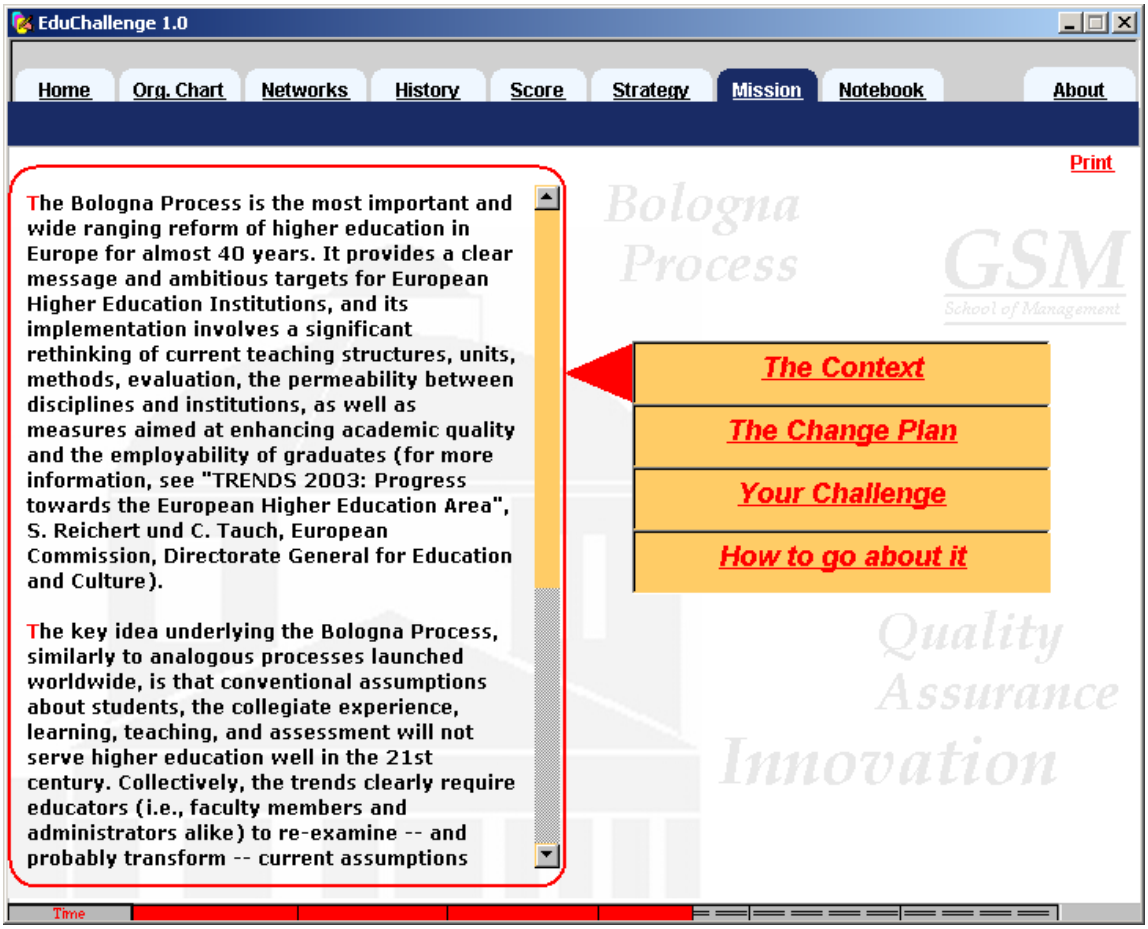
As displayed in the enclosed screens of the simulation, you will be able to choose among many different initiatives to meet your goal. In some cases, you may gather information on the faculty members and managers at GSM (for example who has lunch with whom, etc.). In other cases, you may take direct action to try to convince idividuals and thus influence their willingness to adopt the proposed innovation.

Each time you implement an initiative, you will receive feedback about the impact of your decision immediately. The objective is to get as many adopters as possible in the given time.

The following screens illustrate in more detail the purpose and the main elements EduChallenge, and explain the navigation of the screens, should you have any difficulty.

2.0 Your Mission during the EduChallenge Simulation

First, review your mission by clicking on the 'Mission' button in the upper right oval box of the screen. You will then access the 'Mission' screen which has 4 buttons called 'The Context', 'The Change Plan', 'Your Challenge' and 'How to go about it'. The information you will access is shown in the following four screens.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Home
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The Bologna Process is the most important and wide ranging reform of higher education in Europe for almost 40 years. It provides a clear message and ambitious targets for European Higher Education Institutions, and its implementation involves a significant rethinking of current teaching structures, units, methods, evaluation, the permeability between disciplines and institutions, as well as measures aimed at enhancing academic quality and the employability of graduates (for more information, see "TRENDS 2003: Progress towards the European Higher Education Area", S. Reichert und C. Tauch, European Commission, Directorate General for Education and Culture).
The key idea underlying the Bologna Process, similarly to analogous processes launched worldwide, is that conventional assumptions about students, the collegiate experience, learning, teaching, and assessment will not serve higher education well in the 21st century. Collectively, the trends clearly require educators (i.e., faculty members and administrators alike) to re-examine -- and probably transform -- current assumptions
The Context
The Change Plan
Your Challenge
How to go about it
Bologna Process
GSM
School of Management
Quality Assurance
Innovation
Time

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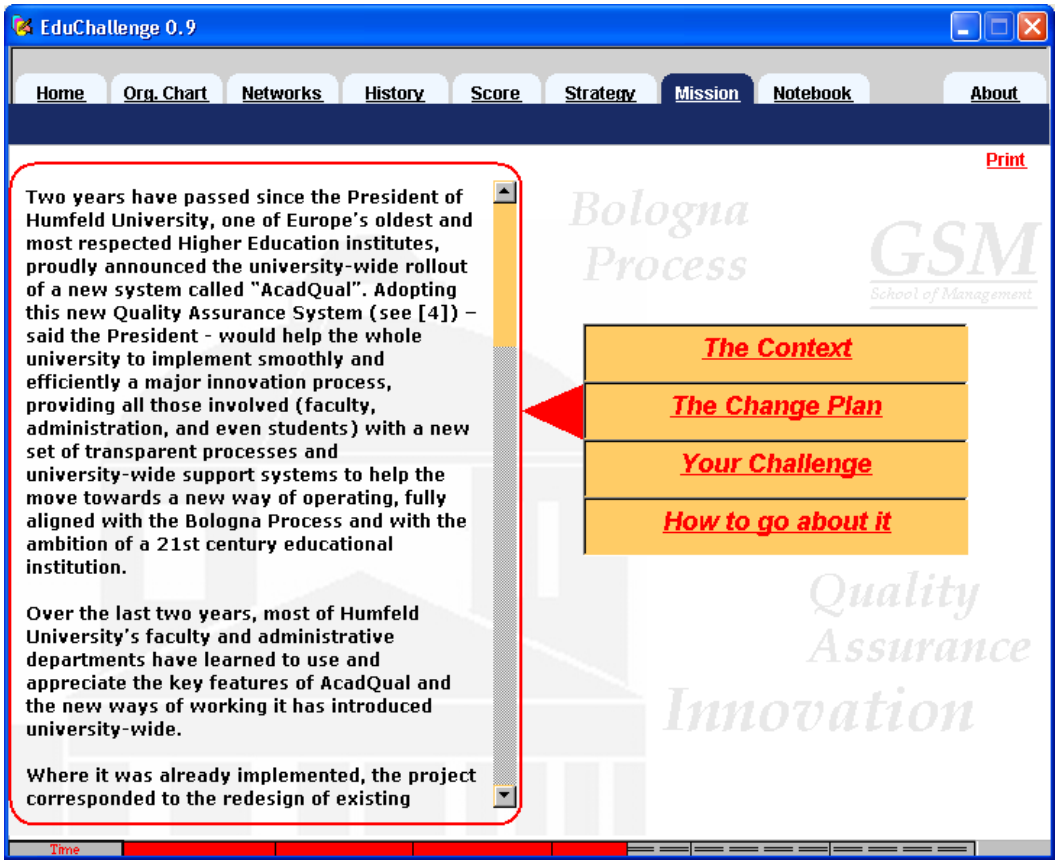
This re-examination must carefully scrutinize beliefs about who our students are, how they learn, their level of preparation, other demands being made on their time and attention (e.g., family and work), and their educational and occupational goals. The re-examination must also extend to current beliefs about the roles and responsibilities of

teachers and learners, the learning/teaching process and how it can best be facilitated, and how we can create and sustain significant educational communities.


EduChallenge 0.9
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Two years have passed since the President of Humfeld University, one of Europe's oldest and most respected Higher Education institutes, proudly announced the university-wide rollout of a new system called "AcadQual". Adopting this new Quality Assurance System (see [4]) – said the President - would help the whole university to implement smoothly and efficiently a major innovation process, providing all those involved (faculty, administration, and even students) with a new set of transparent processes and university-wide support systems to help the move towards a new way of operating, fully aligned with the Bologna Process and with the ambition of a 21st century educational institution.
Over the last two years, most of Humfeld University's faculty and administrative departments have learned to use and appreciate the key features of AcadQual and the new ways of working it has introduced university-wide.
Where it was already implemented, the project corresponded to the redesign of existing
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Where it was already implemented, the project corresponded to the redesign of existing processes and the introduction of new ones. All these Quality-Assurance oriented processes were supported by one or more modules of a new intranet-based system, the AcadQual system, which was introduced gradually to administrative staff, faculty members, researchers and even students.

Currently, the six most important modules of the AcadQual system include:

1. *A Reporting & Analysis module used university-wide to make data collection more efficient, consistent and transparent. It is through this module that all the data related to research and teaching inputs and outputs are collected and aggregated.*
2. *A module supporting EQUIS-compliant Quality Monitoring used by both faculty and administrative staff to exploit the data collected through the Reporting & Analysis module to efficiently monitor quality levels.*

3. *A Credit Allocation module supporting the systematic planning of courses and the assignment of faculty members.*

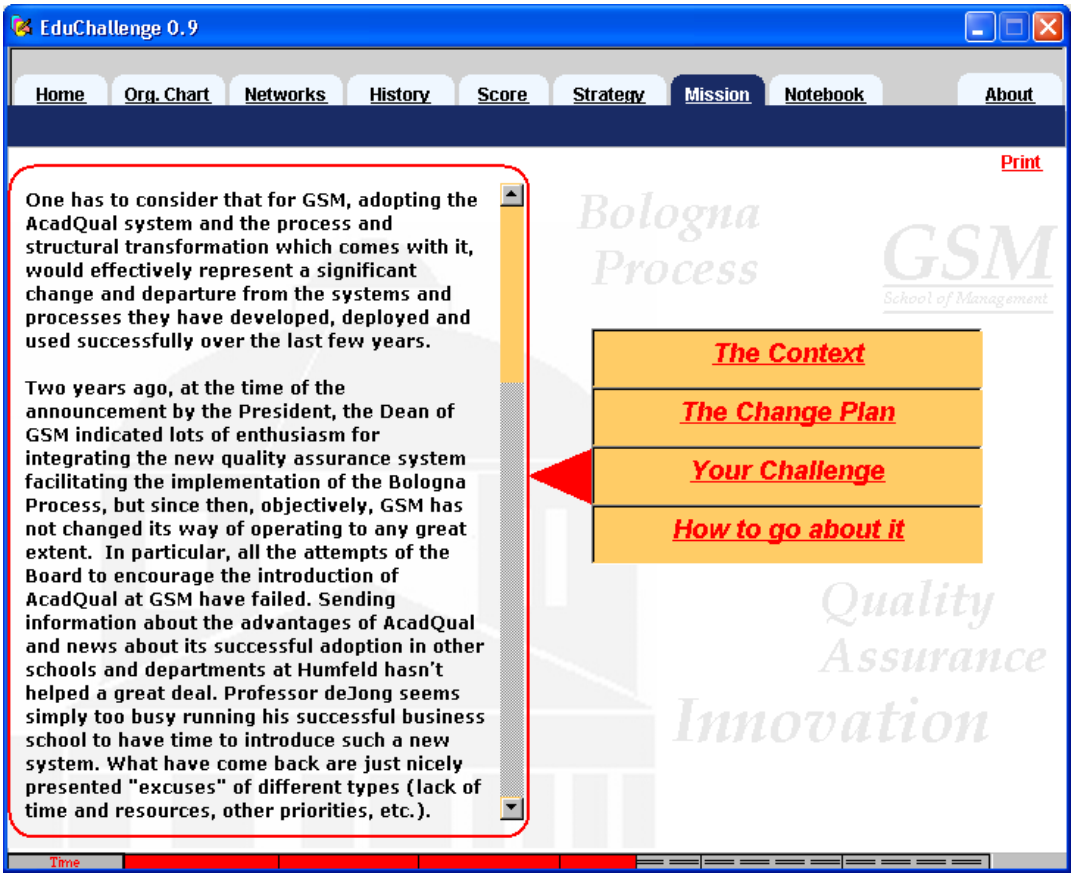
4. *A Pedagogical Guidelines Knowledge Base module supporting faculty members across departments to share best practices related to pedagogical issues ranging from successful handling of class situations to the use of online teaching methods.*

5. *A Course Bidding and Course Feedback Collection module used by students to register for courses and provide their assessments about courses and faculty members.*

6. *A Group Learning Platform module implemented university-wide to provide a consistent, web-based platform for the online support of course-related announcements and information, course material distribution, and faculty-students online interaction.*

It could become the most successful university-wide transformation project of the last few decades, but actually one big problem is still preventing the President and the Board from celebrating the successful transition to the new quality assurance system. In spite of the numerous 'invitations' to join the rest of the University in the adoption and implementation of the new system, no signs of progress have been visible yet at "GSM", Humfeld University's Graduate School of Management.

Until now, the Board has discouraged the President from complaining too loudly about the fact that GSM has not given any signs of being seriously willing to harmonize its processes and systems with the new university-wide ones, and has advised him to be patient. In fact, GSM is rightly considered as the top national business school, contributing significantly to the excellent image of the University even beyond the national borders. The achievements of Professor deJong, who has been re-elected twice as the Dean of GSM are beyond any doubt. Under his very independent-minded leadership, GSM has succeeded in building very strong links with industry (including unprecedented high grants and donations), and a solid international reputation (which makes it the only academic department at Humfeld appearing in the FT Top European Universities ranking).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One has to consider that for GSM, adopting the AcadQual system and the process and structural transformation which comes with it, would effectively represent a significant change and departure from the systems and processes they have developed, deployed and used successfully over the last few years.
Two years ago, at the time of the announcement by the President, the Dean of GSM indicated lots of enthusiasm for integrating the new quality assurance system facilitating the implementation of the Bologna Process, but since then, objectively, GSM has not changed its way of operating to any great extent. In particular, all the attempts of the Board to encourage the introduction of AcadQual at GSM have failed. Sending information about the advantages of AcadQual and news about its successful adoption in other schools and departments at Humfeld hasn't helped a great deal. Professor deJong seems simply too busy running his successful business school to have time to introduce such a new system. What have come back are just nicely presented "excuses" of different types (lack of time and resources, other priorities, etc.).
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Now that everybody else has adopted the new quality assurance system, the delaying tactics of GSM's Dean are starting to create serious problems, threatening the credibility and sustainability of the whole project, preventing data from being reported and consolidated university-wide, and knowledge from flowing smoothly among students and faculty through the new AcadQual system.

The patience of the President came to an end during the last meeting, as one of his advisors reported that faculty and administrative personnel at GSM didn't really know or care about AcadQual, as Professor deJong had given everybody the impression that this was mainly a project taking place "somewhere else" in the University, and that it wouldn't really affect the way in which GSM operated or force them to review and change the GSM-specific processes and innovations they were so proud of. The limit had been reached, and immediate action was needed. With the support of the Board, the decision was taken to select a number of faculty members and high-level administrative personnel who had experienced the successful implementation of AcadQual in other schools and

department at Humfeld University and appoint them to a special team of 'change agents' in charge of a delicate mission: Getting GSM on-board. As soon as possible!

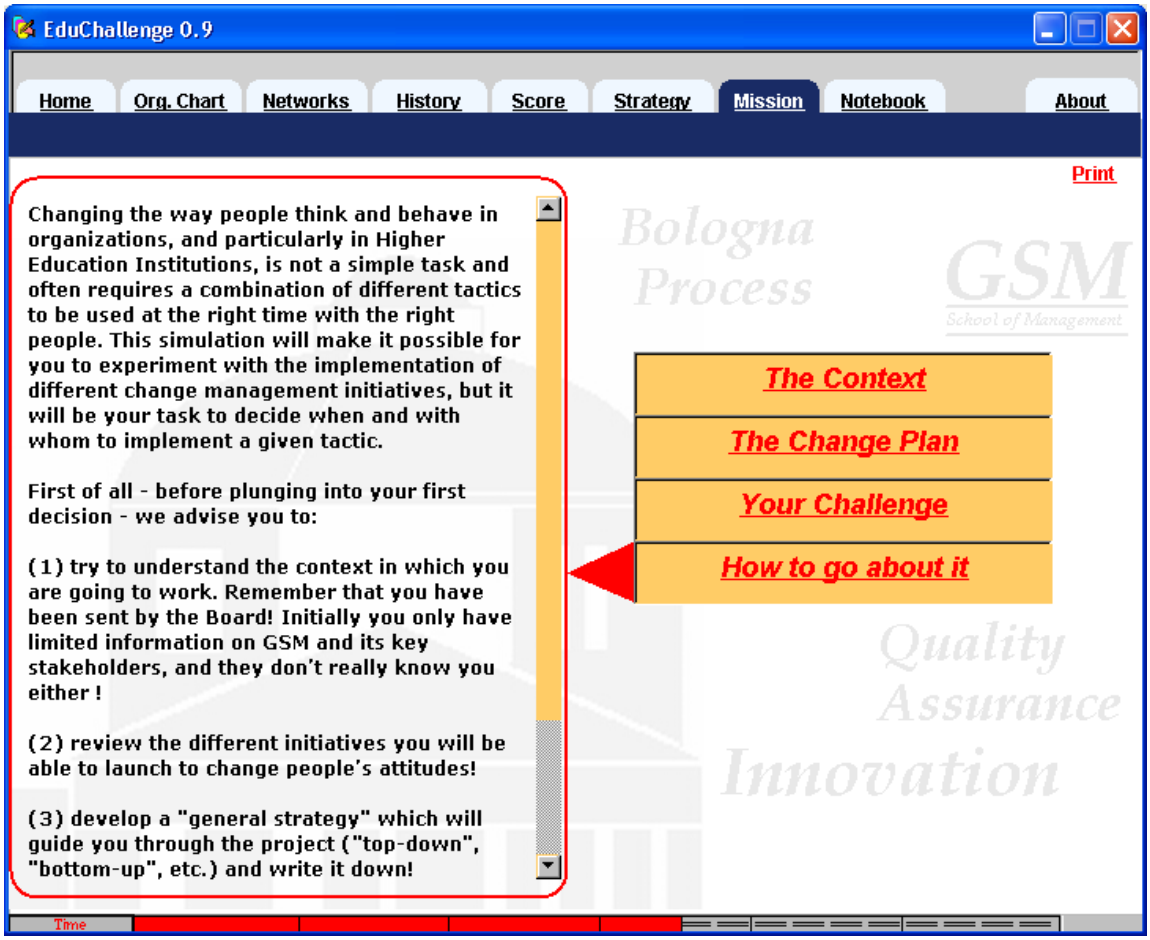
In summary, the challenge you and your change agents' team have to face is to persuade the Dean of GSM as well as his key collaborators and colleagues to finally adopt the new Quality Assurance System and harmonize their processes and systems with the ones adopted by the rest of the University according to the plans of the President and the Board. You have been given up to 6 months (120 days) for this project. During this time, you will be able to:

** Gather information about the key stakeholders and players at GSM,*

** Implement different change management initiatives,*

** Continuously monitor your progress in helping the key stakeholders to move through the phases of AWARENESS, INTEREST, TRIAL and finally ADOPTION of this innovation.*

Your and your team's personal objective is to get as many adopters as possible! This is the way your performance will be evaluated by the University Board at the end of the 6 months.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Changing the way people think and behave in organizations, and particularly in Higher Education Institutions, is not a simple task and often requires a combination of different tactics to be used at the right time with the right people. This simulation will make it possible for you to experiment with the implementation of different change management initiatives, but it will be your task to decide when and with whom to implement a given tactic.
First of all - before plunging into your first decision - we advise you to:
(1) try to understand the context in which you are going to work. Remember that you have been sent by the Board! Initially you only have limited information on GSM and its key stakeholders, and they don't really know you either !
(2) review the different initiatives you will be able to launch to change people's attitudes!
(3) develop a "general strategy" which will guide you through the project ("top-down", "bottom-up", etc.) and write it down!
Bologna Process
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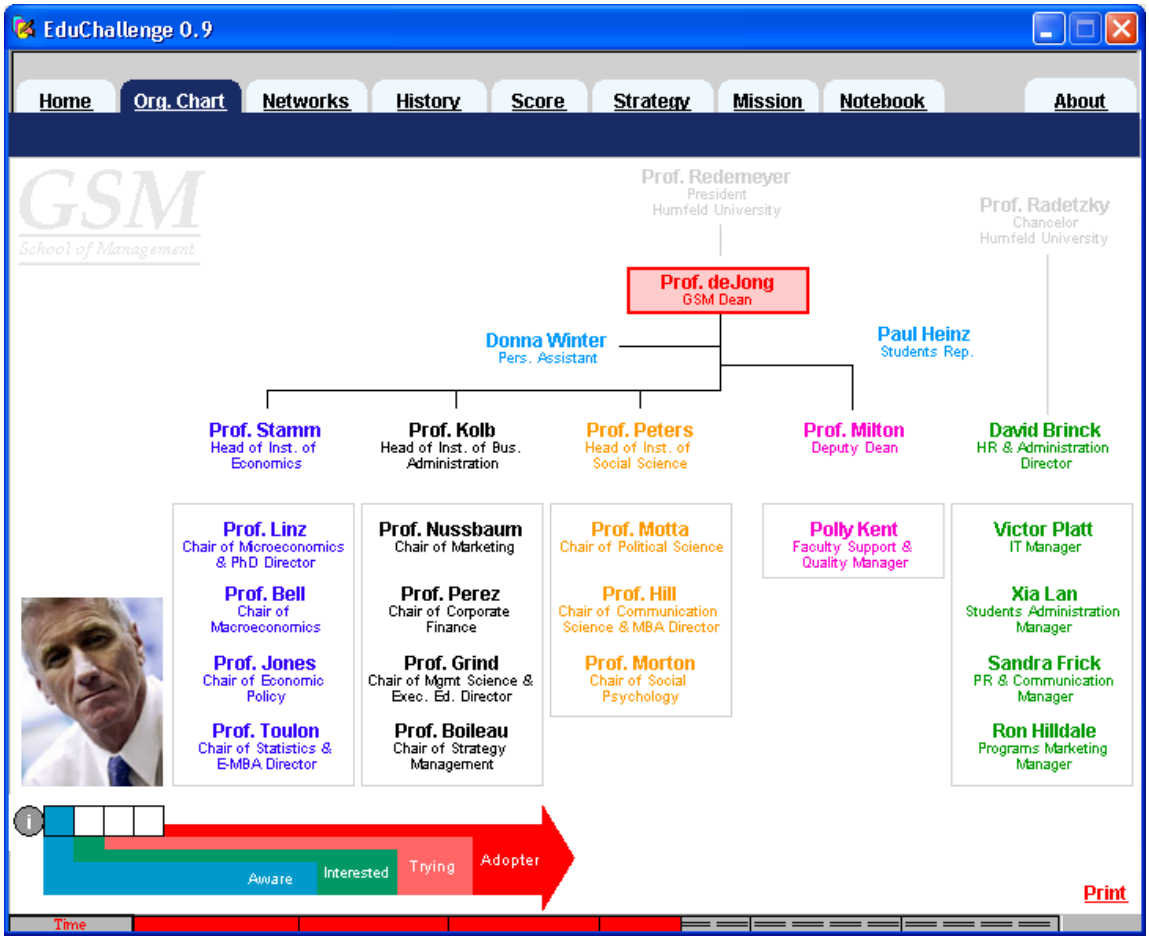
(3) develop a "general strategy" which will guide you through the project ("top-down", "bottom-up", etc.) and write it down!

If necessary you may at any point during the simulation review and adapt your strategy.

Good luck!

To leave the 'Mission' screen, click on the 'Home' button.

3.0 The Graduate School of Mgmt (GSM) Org. Chart



The above screen, 'Org Chart', shows what is displayed if you click on the 'Org. Chart' button at any time during the simulation once you begin.

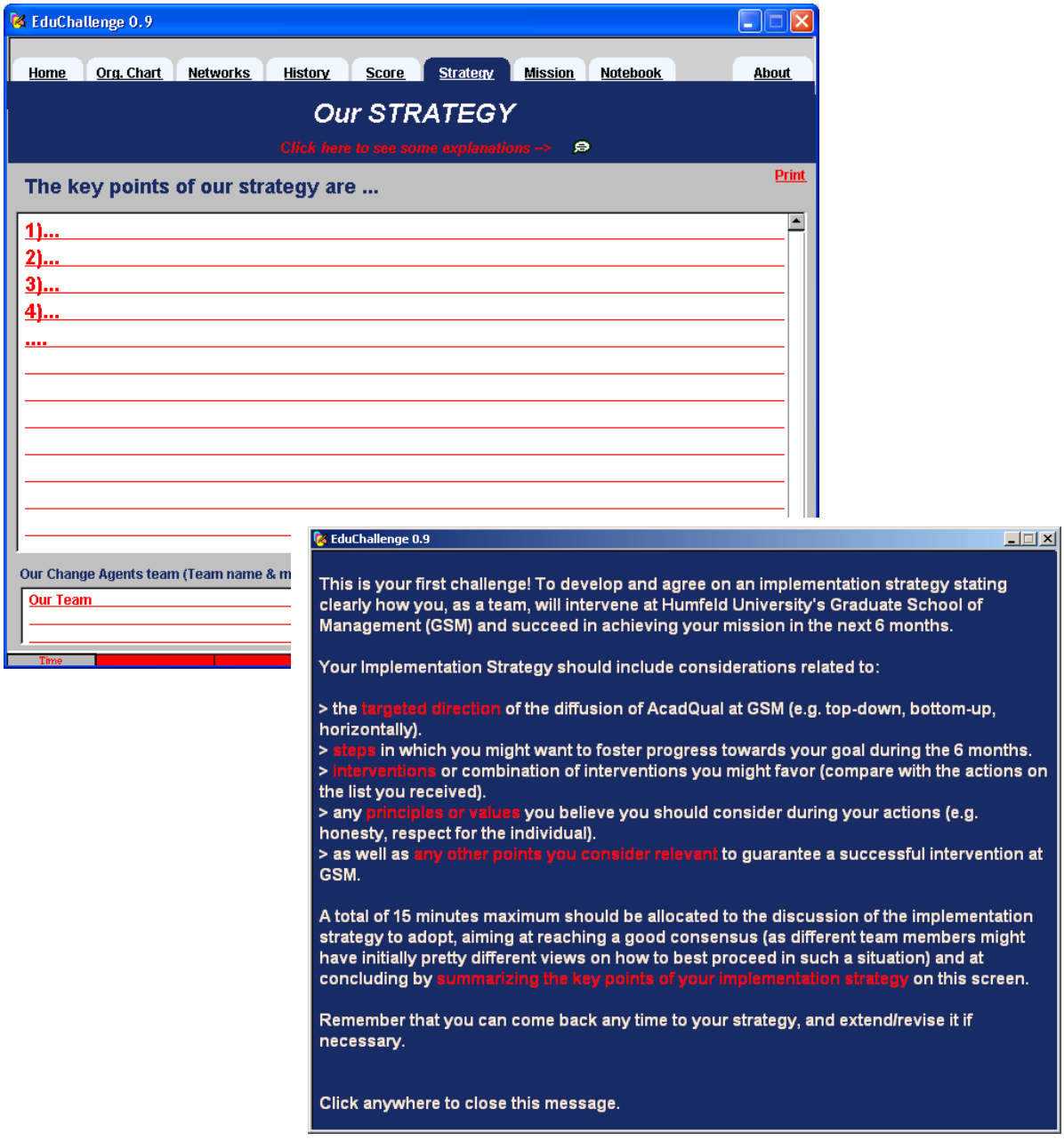
It is the organisational chart of the top team of GSM in which you are expected to introduce your innovation during the next 6 months.

The management team of the company consists of 22 individuals, a Students Representative and the Dean's Personal Assistant. The picture of each person appears when you position the cursor on the name. If you then click on the box, you will also get the profile of that person.

You can access this chart at any time during the simulation, and return to where you were in the simulation by clicking the 'Home' button.

4.0 EduChallenge Simulation – Getting Started

Your second action should be to click on the 'Strategy' button in the middle oval box of the Title Page (see p. 1) and summarize the strategy you are planning to adopt. Include any revision you may have during the simulation, for instance, after having gathered more information on the organisation and its managers. Click on 'Home' when completed.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Our STRATEGY
Click here to see some explanations -->
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The key points of our strategy are ...
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Our Change Agents team (Team name & m
Our Team
Time
EduChallenge 0.9
This is your first challenge! To develop and agree on an implementation strategy stating clearly how you, as a team, will intervene at Humfeld University's Graduate School of Management (GSM) and succeed in achieving your mission in the next 6 months.
Your Implementation Strategy should include considerations related to:
> the targeted direction of the diffusion of AcadQual at GSM (e.g. top-down, bottom-up, horizontally).
> steps in which you might want to foster progress towards your goal during the 6 months.
> interventions or combination of interventions you might favor (compare with the actions on the list you received).
> any principles or values you believe you should consider during your actions (e.g. honesty, respect for the individual).
> as well as any other points you consider relevant to guarantee a successful intervention at GSM.
A total of 15 minutes maximum should be allocated to the discussion of the implementation strategy to adopt, aiming at reaching a good consensus (as different team members might have initially pretty different views on how to best proceed in such a situation) and at concluding by summarizing the key points of your implementation strategy on this screen.
Remember that you can come back any time to your strategy, and extend/revise it if necessary.
Click anywhere to close this message.

To start the simulation, click on "Enter New session" (oval box on the bottom right of the Title Page. You have to enter your Personal Password to start the simulation.

5.0 EduChallenge Simulation – Screens & Navigation

5.1 Home Page

On the left hand side of the screen you will see displayed the list of individuals you are trying to convince to adopt the new Quality Assurance processes and associated AcadQual system.

A variety of information about every individual can be accessed from this 'Home' screen (depending on the initiatives you take). A status on what you know about a person can be accessed by placing the cursor over the bubble to the left of the person's name. A personal profile can be retrieved by clicking on the (i) bubble to the left of the person's name.

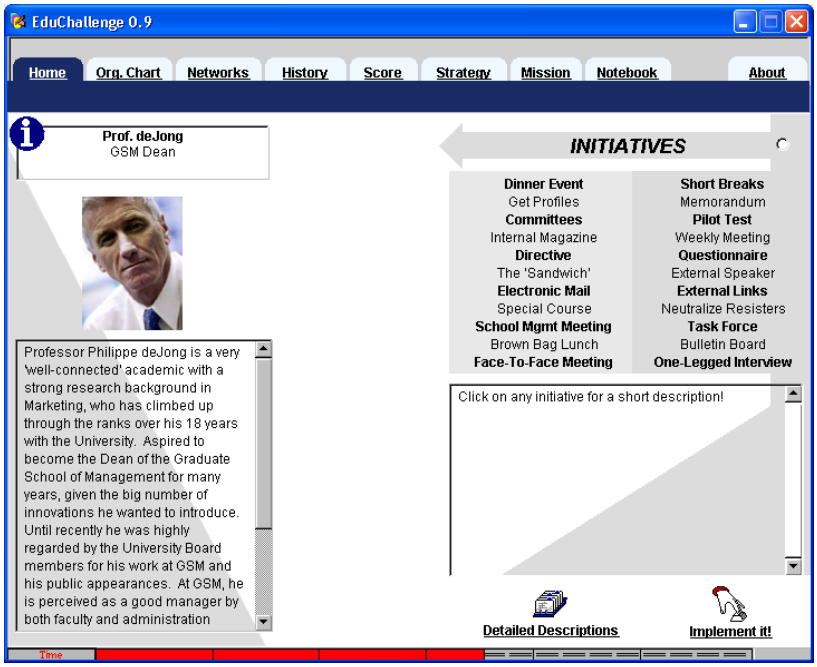
The red bars displayed in the box to the right of the individuals' names indicate how successful you are being in changing the attitude of each person in relation to adopting the change during the simulation. This is dependent on the initiatives you decide to implement (you will be able to see an overview of these initiatives on the right hand side of the screen).

You can see that every individual goes through a cycle of adoption, although at different paces, and can be 'not aware', 'aware', 'interested', have entered the 'trial' phase or have already 'adopted' it.

You can access the 'Home' anytime to monitor your progress on the top left hand side of the screen.

Part of the scoring summary at the end of the simulation is a function of the red bars representing the degree of positive attitude that you have achieved for each person.

5.2 Personal Profile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About
Prof. deJong
GSM Dean
Professor Philippe deJong is a very 'well-connected' academic with a strong research background in Marketing, who has climbed up through the ranks over his 18 years with the University. Aspired to become the Dean of the Graduate School of Management for many years, given the big number of innovations he wanted to introduce. Until recently he was highly regarded by the University Board members for his work at GSM and his public appearances. At GSM, he is perceived as a good manager by both faculty and administration
INITIATIVES
Dinner Event
Get Profiles
Committees
Internal Magazine
Directive
The 'Sandwich'
Electronic Mail
Special Course
School Mgmt Meeting
Brown Bag Lunch
Face-To-Face Meeting
Short Breaks
Memorandum
Pilot Test
Weekly Meeting
Questionnaire
External Speaker
External Links
Neutralize Resisters
Task Force
Bulletin Board
One-Legged Interview
Click on any initiative for a short description!
Detailed Descriptions
Implement it!
Time

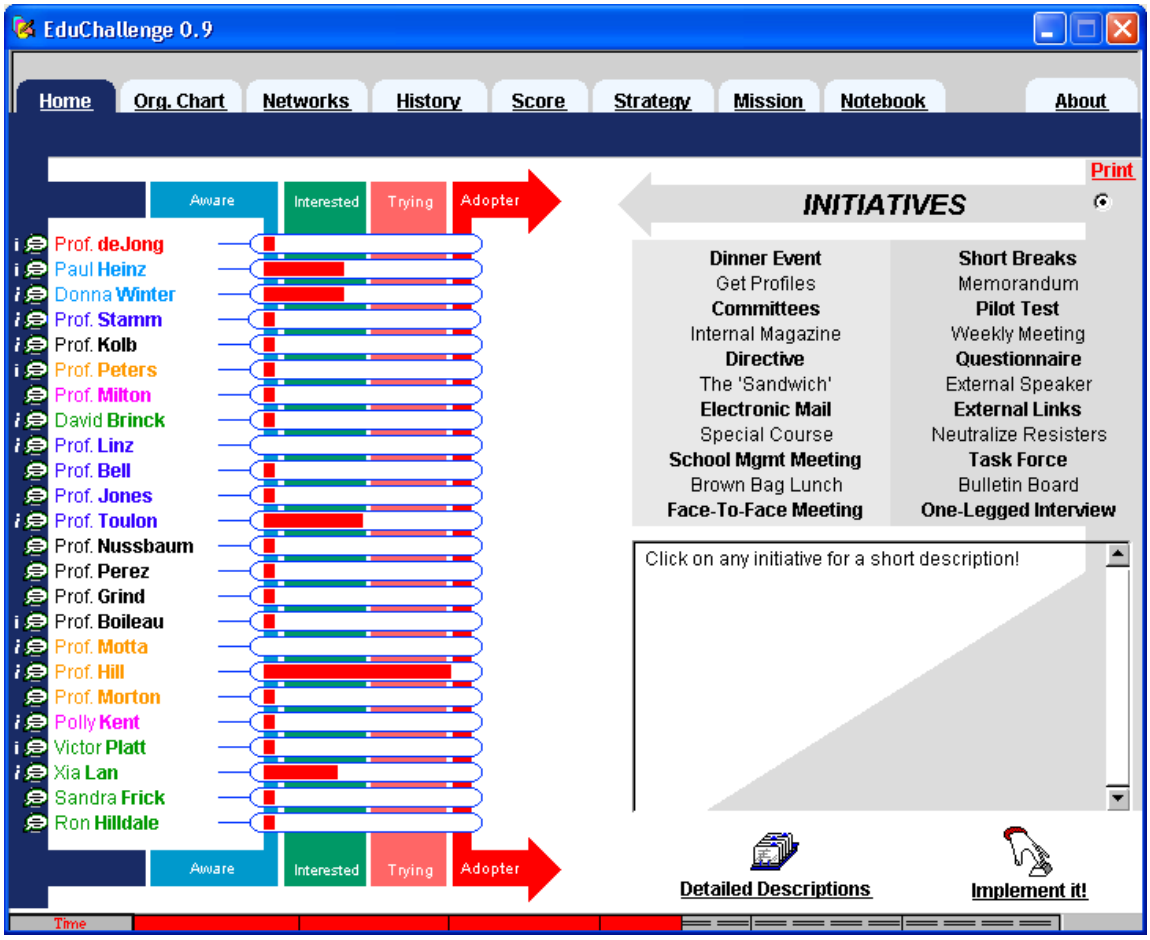
The left hand side of the above screen shows an example of the personal profile, which can be accessed by clicking on the (i) bubble to the left of the person's name or clicking on their name from the 'Org Chart' screen. You can also switch quickly between Personal Profiles by clicking on the arrows on either side of the person's image. Access to this information is dependent on the initiatives you have taken.

Click the 'Home' button on the top left of the screen to return to the list of all individuals.

5.3 Status

The right hand side of the above screen shows a status on what you know about a person. This can be accessed by placing the cursor on the left of the person's name without clicking.

5.4 Home - Initiatives

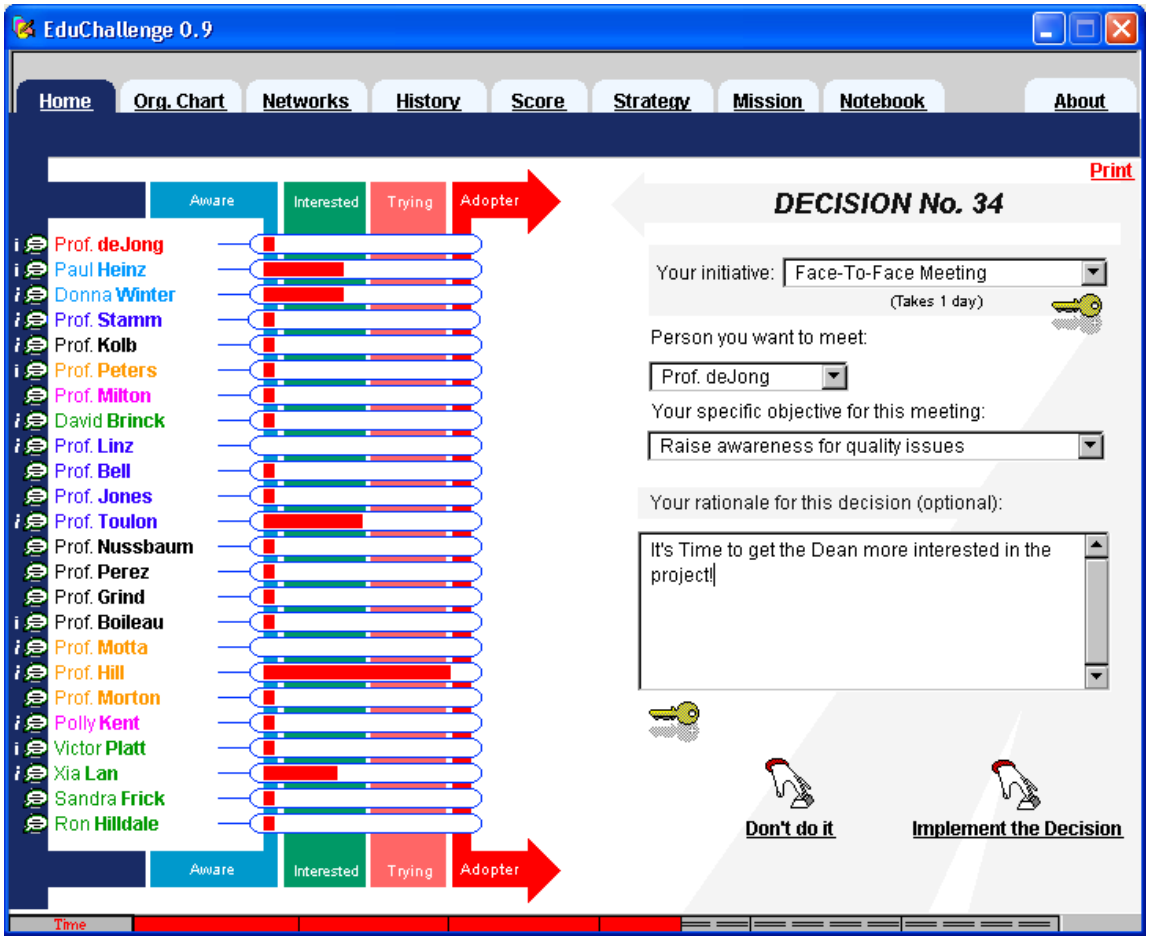


On the right hand side of the screen, you have access to the 'Initiatives' corresponding to the different change management tactics you may launch during the simulation.

A description of a particular initiative will be displayed below this list if you click on any title. You may also click on 'Detailed Descriptions' (in the lower half of the right hand screen) and scroll through the descriptions of all initiatives at once (see Appendix A).

To implement an initiative from this screen, highlight the initiative and click on 'Implement It'. This will bring the 'Take Decision' screen up (see 5.5) with the initiative already chosen, and a prompt for any other details you need to provide (ie. the names of people involved).

5.5 Take Decision

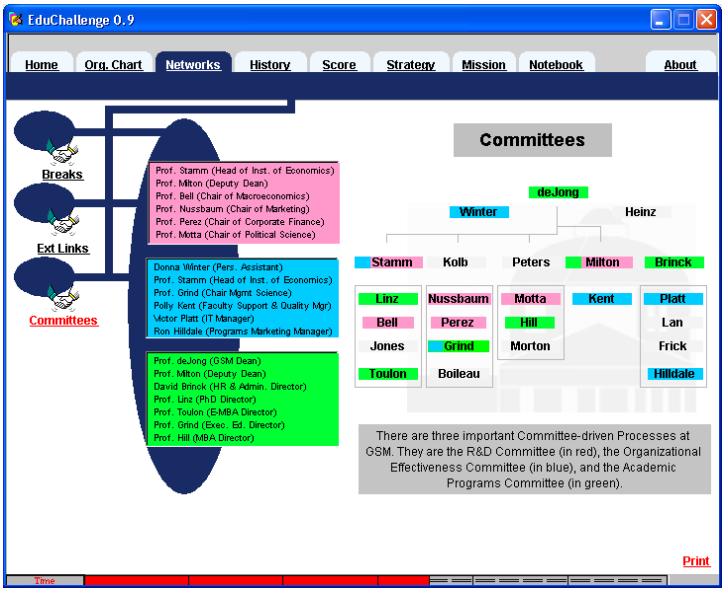


On the right hand side of the screen, if you click on the 'Take Decision' button you will see the above screen, which shows the number of the decision you are about to take.

To implement an initiative, click on the "Your initiative" box and select the initiative from the drop down menu that appears. You will also be prompted for any other details you need to provide (ie. Names of people involved). This can be chosen either by clicking on the name of the person on the left hand side of the screen, or clicking on the box, and selecting the person (s) from the drop down menu of names. If you make a mistake in choosing the initiative or name, or click on the box with the wrong details in it, select 'Don't Do It' instead of "Implement the Decision' at the bottom of the screen.

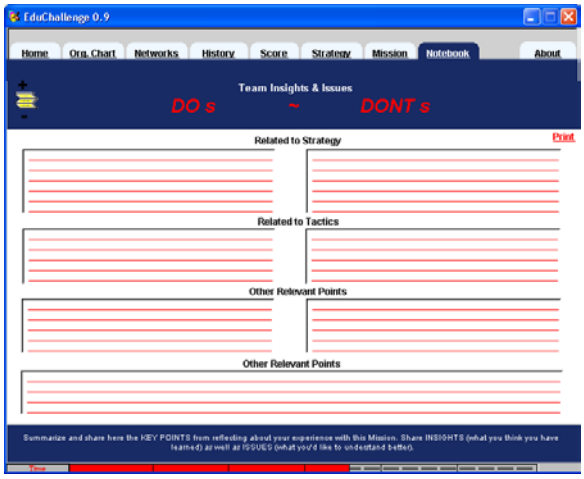
For each decision, you can complete the 'Your rationale for this decision' box. Finally, click on 'Implement the Decision'. You will receive immediate feedback on your chosen initiative. You will receive a summary of the outcome, a positive or negative indication of any attitude changes of the people involved (and maybe not involved), and the clock will continue ticking off along the bottom of the screen (against the 6 months) for the time taken to implement the initiative.

5.6 Networks button



Click on 'Networks' and you can access information regarding the way people connect – for instance who has coffee with whom – ('Short Breaks'), who socialises with whom – ('External Links') and who is on which committee with whom – ('Committees'). Access to this information is dependent on the various initiatives you have implemented.

5.7 Notebook

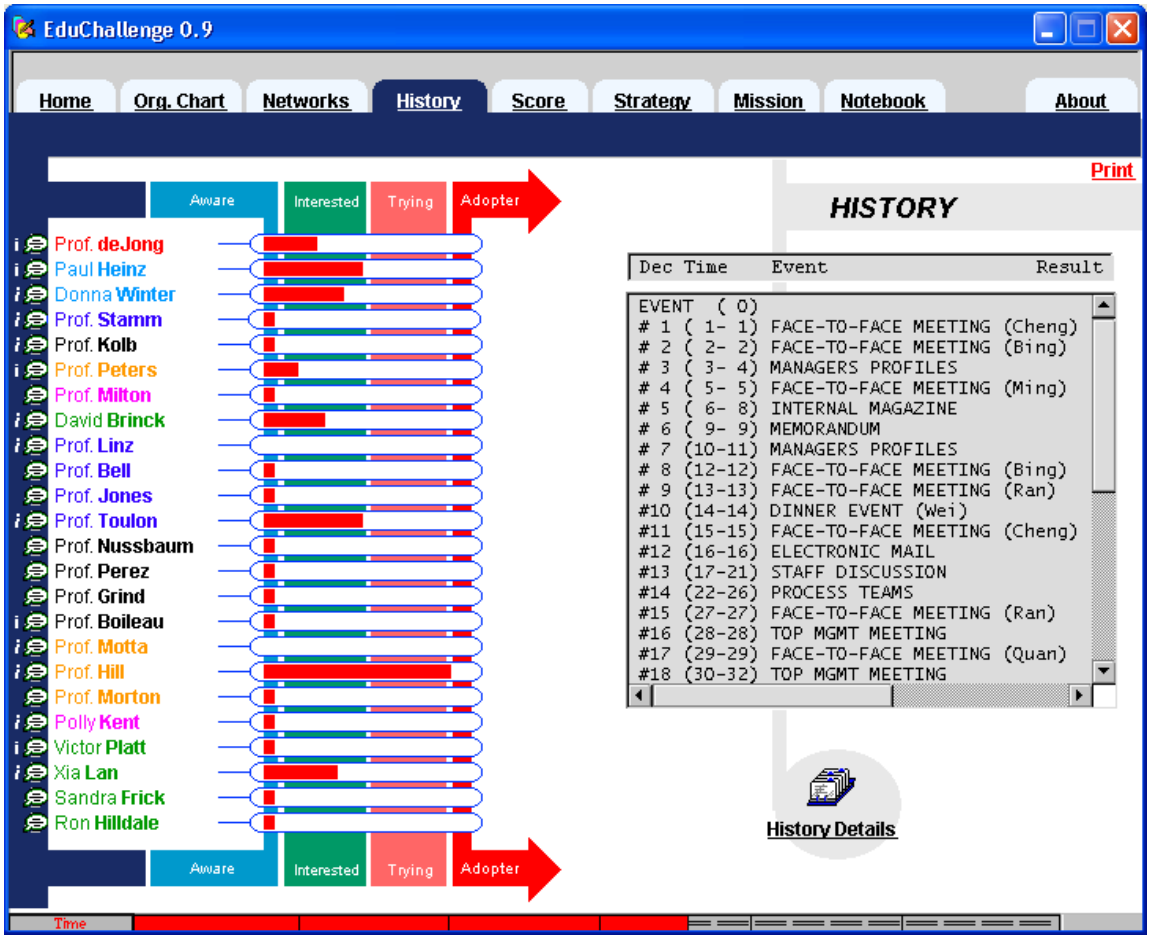


This Version of EduChallenge provides the possibility to take notes anytime during a session. This Learning Notebook, accessible by selecting

in the upper right side of the screen also provides a structured way to summarize key insights and issues after completing a session.

You may fill in the **Do's** column on the screen to share "Insights" of what you have learned from the experience as well as **Dont's** column for the "Issues" of Change Management you would like to know more about. You are able to print it on paper or on a slide. The content of the Do & Dont's sheet is recorded in the Session Report.

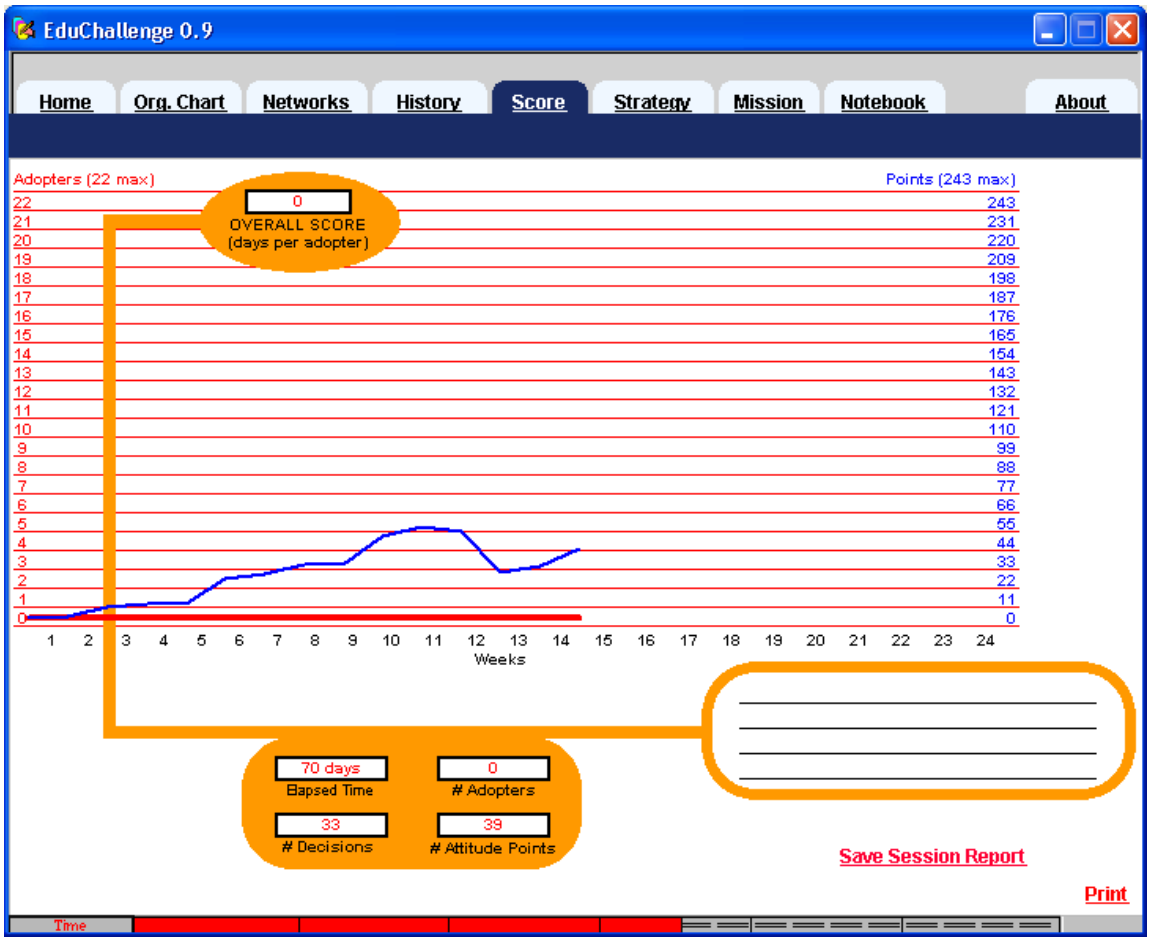
5.8 History



Click on 'History' at any point during the simulation and you will see a summary of your initiatives to date that you can scroll through.

For a detailed history of your Initiatives including Decision #, Initiative, Rationale, Outcome (ie. the immediate feedback), and No. of Adopters to date – click on 'History Details' and scroll through your results.

5.9 Score



This shows the score sheet that is displayed if you click the "Score" button at the top of the screen.

You may click on this at any time to see how you are progressing, and you can return to the simulation by clicking on the buttons at the top of the screen.

The thin blue line on the graph (the top one) indicates the cumulative 'positive attitude' (ie. the red bars) you have succeeded in gathering. As you can see in the example in the screen above, the cumulative positive attitude can decrease too during the project, depending on your initiatives and other events that can happen during the 6 months implementation period!

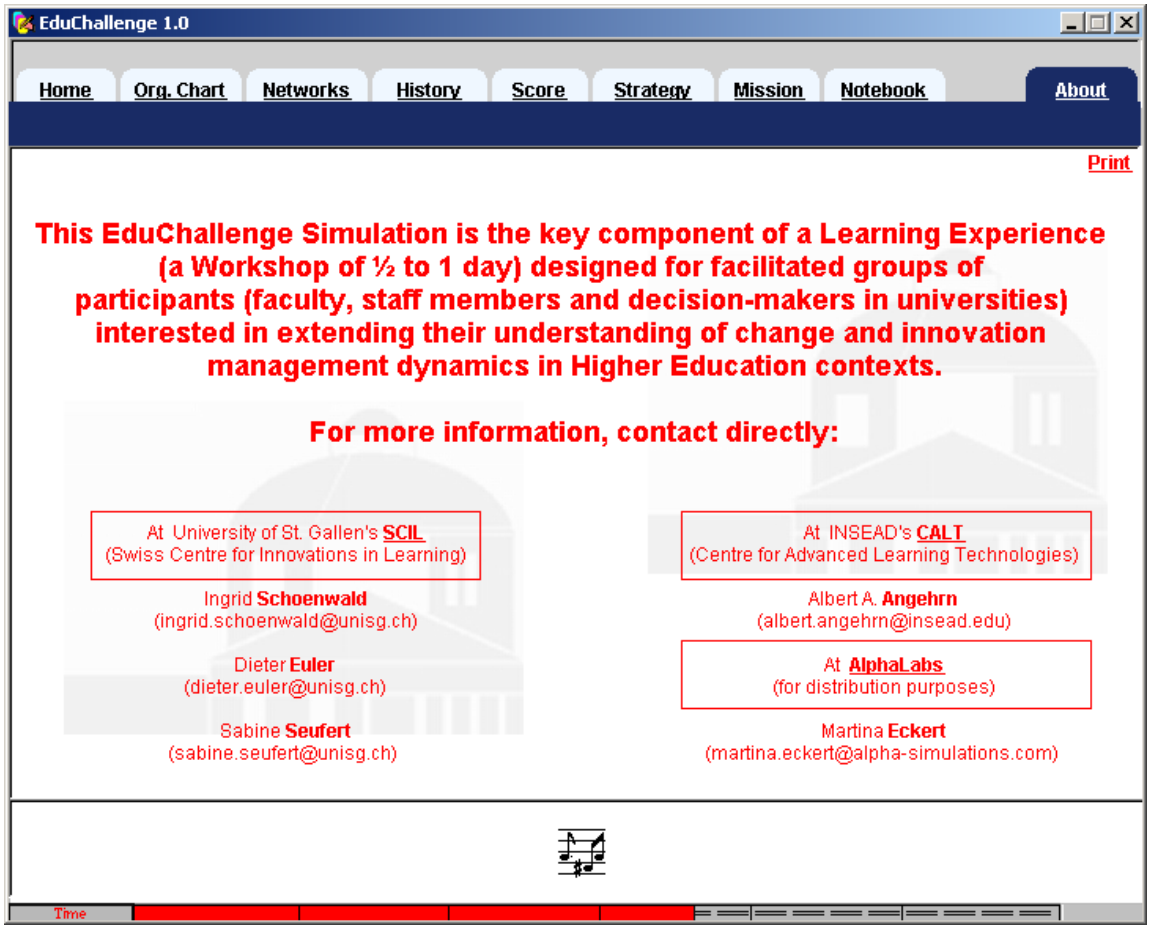
The thick red line (the bottom line) indicates the cumulative number of individuals you have convinced to adopt. Once someone has adopted they cannot move back through the adoption process.

The numeric scores, the number of 'Days per Adopter', Elapsed Time, '# of Adopters', and '# of Decisions' '# of Attitude Points' are at the bottom of the screen.

5.10 EduChallenge Save Session Report

You may save your session's report at any time during the simulation by clicking on the "Save Session Report" button on the right hand side of the "Score" screen. The report allows you to get details about the session including: the date of running, number of adopters, number of initiatives and the time spent to implement these initiatives and of course the key points of the adopted strategy and also the content of do and dont's learning points. Beside you will also get all the information on the adoption stage of each person as well as the feedback for each implemented initiative.

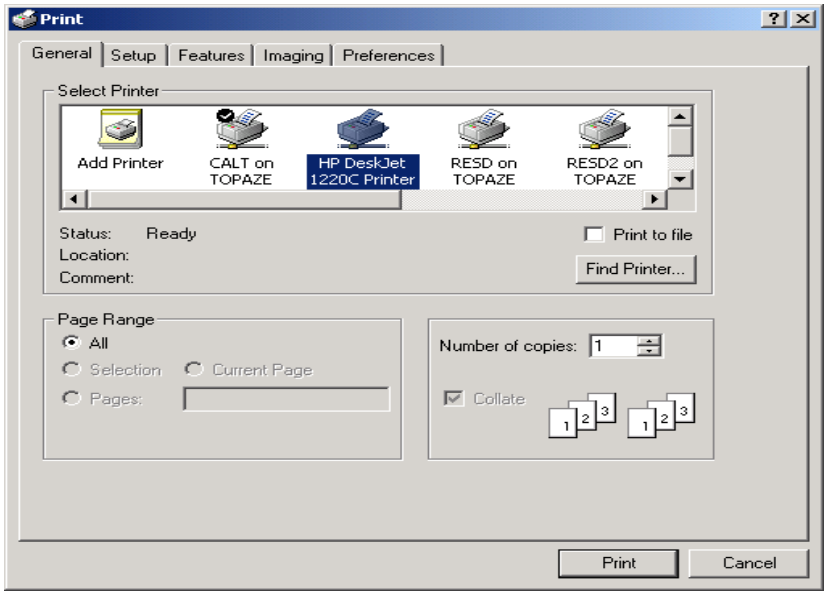
5.11 EduChallenge Simulation Credits Screen



This screen provides information about the simulation and those who have contributed to its design, development and continuous updating. It is displayed if you click on the 'About' button located at the top of the screen.

5.12 EduChallenge Simulation Print

The 'PRINT' button allows the printing of any page in the Simulation (e.g the SCORE page). In case you print directly on a transparency, you will have to insert the transparency in the printer and choose the appropriate printing options.



6.0 EduChallenge Simulation – Stopping & Saving Sessions

6.1 Stopping & Restarting

This Version of EduChallenge allows you to "stop" a session anytime you want and "resume" it at a later stage. To "stop" the session, just quit the simulation software by closing the simulation screen (Cross Icon on the top right hand side). The current session will be automatically saved in a file. To "restart" a session just select ***... or continue from where you stopped*** which will appear automatically on the Main Screen the next time you will enter the simulation software.

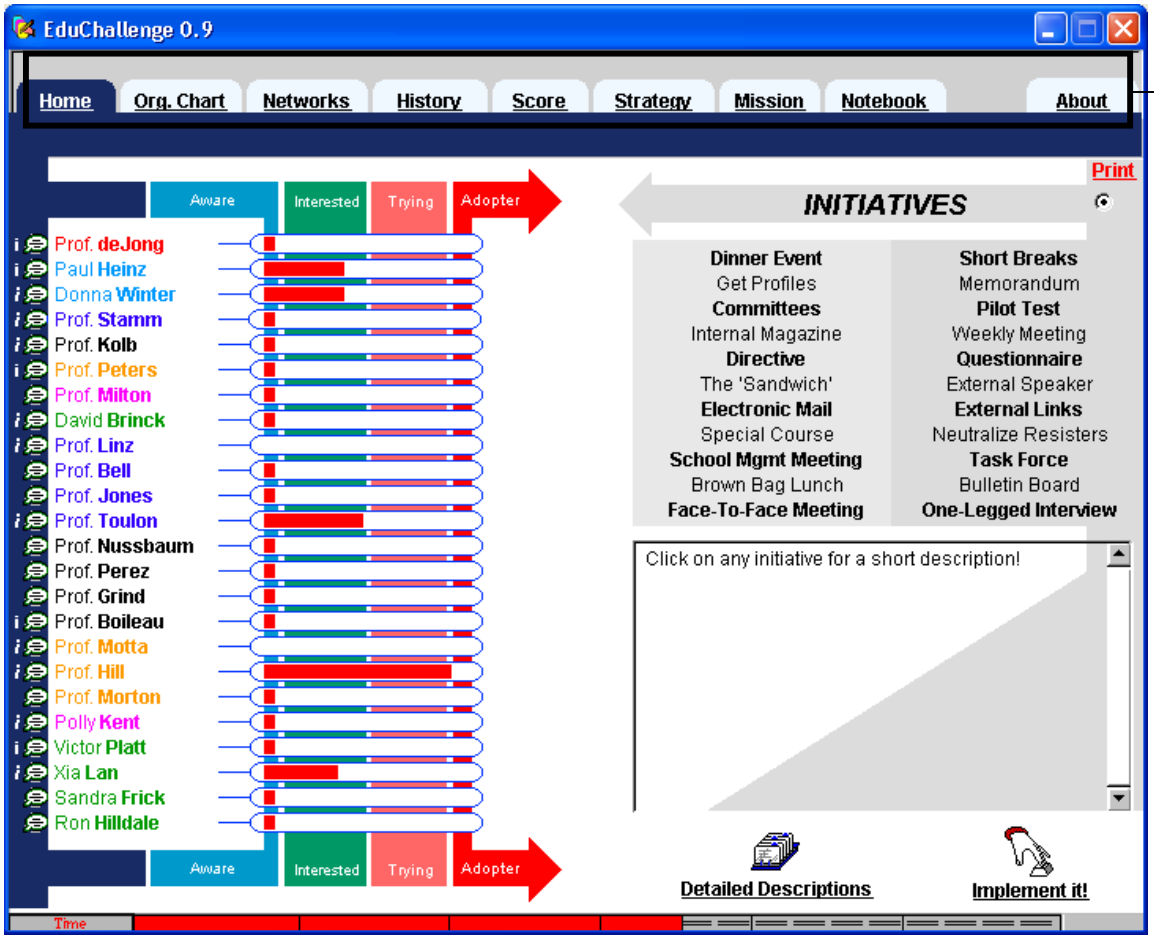
6.2 Automatic Saving before Quitting a Session

This Version of the EduChallenge automatically saves a copy of the session every time you quit the simulation software (in addition to producing the Report in editable form). Hence the latest state of the session is always stored in a file and can be reloaded. You can always restart your session from the point you left it by selecting ***... or continue from where you stopped*** after restarting.

APPENDIX A

Cross Reference for Key Navigation Buttons (at Top of Screen)

Home	Refer 5.1
Home - Initiatives	Refer 5.4
Org. Chart	Refer 3.0
Networks	Refer 5.6
History	Refer 5.8
Score	Refer 5.9
Strategy	Refer 4.0
Mission	Refer 2.0
Notebook	Refer 5.7
About	Refer 5.11



APPENDIX B

INITIATIVES

DINNER EVENT: Invite one member of the GSM team to a formal dinner you organize for the benefit of some University Board Members and other high-level University officials you have known for many years. (3 days)
NOTE - You are not sure that the person will accept your invitation and that you will actually be able during the dinner to find the appropriate opportunity to talk in length about the AcadQual project.

GET PROFILES: Obtain more information about up to five individuals based on their personnel records kept in the HR department at GSM. (2 days)
NOTE - Each person's profile includes a qualitative description of the individual and will help you understanding how difficult it will be to help that individual move through the different change phases. The profiles, once gathered, will be available to you during the whole session.

COMMITTEES: Identify key processes at GSM for which Committees have been created recently. This results in an overview of the most relevant Committees and their members. (5 days)
NOTE - Committee membership will not change, and will remain available throughout the whole period. This information is accessible by clicking on the button 'Other Networks'.

INTERNAL MAGAZINE: Ask the editor of GSM's internal magazine to include a short article you write on the advantages of Quality Assurance Systems in Higher Education and their link to the Bologna process. To be published in the upcoming edition. (3 days)
NOTE - This magazine is distributed to all of the school staff. The article is about the generic advantages of Quality Assurance Systems and the features of AcadQual.

DIRECTIVE: Try to convince the Dean to send out a directive to everybody insisting that they start using AcadQual in two weeks time. (5 days)
NOTE - You spend several days writing a draft of this directive to give to the Dean.

THE 'SANDWICH': Suggest to a group of selected individuals who already show strong interest in AcadQual but whose hierarchical superiors (the Institute Heads, the Deputy Dean or the HR & Administration Director) are still unconvinced, that they should lobby the Dean to push them to proceed faster with the implementation. (4 days)
NOTE - This initiative assumes that you have identified the appropriate persons to approach, and does not require you to specify them.

ELECTRONIC MAIL: Send a brief electronic mail to everyone on the top team explaining your ideas on why a Quality Assurance Systems like AcadQual makes sense for them. (1 day)
NOTE - Everybody has an individual e-mail account.

SPECIAL COURSE: Organise for up to five individuals a three-day residential training programme on the potential benefits of Quality Assurance Systems in Higher Education and how to actually use such systems. (5 days)
NOTE - You do not attend the course, but it takes a considerable amount of your time to plan it. In addition, people can only attend such courses only once a year.

SCHOOL MGMT MEETING: Organise a special meeting attended by the Dean, the Deputy Dean, the Institute Heads and the HR & Administration Director to share and discuss thoughts, results and action plans for the AcadQual project. (3 days)
NOTE - The Dean, the Deputy Dean, the Institute Heads and the HR & Administration Director are informed that they can also bring along their collaborators.

BROWN BAG LUNCH: **Help a selected individual within GSM to organise and lead a brown bag lunch session including a demonstration and a discussion session on AcadQual experiences for all those interested in the topic. (5 days)**
NOTE - Brown bag lunches are open and advertised to everybody at GSM, even to staff members, in case they find the topic interesting. This one will provide the opportunity for the person who will have selected to lead the session to share and gather views and experiences on AcadQual.

FACE-TO-FACE MEETING: **Fix a meeting with one of the members of GSM's top team in order to persuade him/her that the AcadQual project would make sense to implement. (1 day)**
NOTE - The meeting will take place in the person's office.

SHORT BREAKS: **Spend some time in and about the business school in order to see which groups of individuals meet regularly over short breaks such as lunch, in the smoking area, or at the coffee machine. (3 days)**
NOTE - These groups will not change, and the list will remain available throughout the whole period. This information is accessible by clicking on the button 'Other Networks'.

MEMORANDUM: **Write and send to any five individuals a brief memo on how some of the specific features of AcadQual will improve the transparency of information flows in the school. (1 day)**
NOTE - This is distributed in the school's internal mail system.

PILOT TEST: **Try to get commitment from somebody by asking him/her to organise a two-week-long pilot test of AcadQual in his/her institute or department using current school data. (4 days)**
NOTE - This will involve setting up the AcadQual on the computers of all those involved and providing users with the appropriate training.

WEEKLY MEETING: **Develop a slide show on AcadQual and the progress of the project, and present it during the regular weekly meeting that every member of GSM top team attends. (5 days)**
NOTE - The presentation includes potential applications of AcadQual within the different school processes. All GSM representatives are in principle expected to attend these meetings.

QUESTIONNAIRE: **Write and distribute to everybody a questionnaire aimed at assessing their current level of interest in becoming regular users of the new AcadQual system. (2 days)**
NOTE - The main objective of using this questionnaire is to demonstrate your approach to the project and ideally gather additional information.

EXTERNAL SPEAKER: **Invite Professor Sanderman, a well-known academic, to come and talk about his nation-wide benchmarking study of 'Performance Improvements through Quality Assurance Systems in Higher Education', during which he will go into the experiences of other schools. (3 days)**
NOTE - Everybody at GSM is invited by memo to this event, but attendance is optional. As a preparation, you enclose in the invitation two research articles on the subject.

EXTERNAL LINKS: **Spend some time observing or finding out which people regularly play Bridge, go together to the Tennis Club, or are actively involved in local politics events. (3 days)**
NOTE - These groups will not change, and the lists will remain available throughout the whole period. This information is accessible by clicking on the button 'Other Networks'.

NEUTRALIZE RESISTERS: **Suggest to one of GSM's top managers (the Dean, the Deputy Dean, the Institute Heads or the HR & Administration Director) that some outspoken individual resisting and potentially slowing down the AcadQual project should be "neutralised' (for instance by promoting him/her to a side-ways position) so that he/she cannot hurt the project. (3 days).**
NOTE - You only need to identify the appropriate person to be promoted away. It is assumed you will be talking to the appropriate authority for such decision. You'll be able to use this tactic only once!

TASK FORCE: **Select up to five members of the GSM team to join you in a Task Force of change facilitators or "champions", who are to help develop and implement the proposed changes and eventually influence and train all staff. (5 days)**
NOTE - If successful (in case all the selected individuals will join your Task Force) the team will be active until the end of your intervention period (and hopefully beyond it too).

BULLETIN BOARD: **Ask Donna Winter, the Dean's Assistant, to post a project progress report on the school's official Bulletin Board, which hangs on the wall opposite the main stairwell. You will prepare the project progress report. (2 days)**
NOTE - Only Donna Winter has the authority to post messages on the Bulletin Board on behalf of the Dean. Messages like your project report will remain posted until superseded by a more recent report.

ONE-LEGGED INTERVIEW: **Target one of the members of GSM's top team and try to trigger an 'unplanned' brief encounter in order to talk informally about the progress of the AcadQual project. (2 days)**
NOTE - You will spend some time in the hallways, in the faculty room, in the parking lot and in similar spaces in order to maximize the probability of such an encounter with the person want to target.

SELECTIVE EMAIL: **Send an email to up to 5 individuals to provide clarifying information and make them feel more involved in the project. (1 day)**
NOTE - You can also send the email to less than 5 individuals.